

# **NCLB Adequate Yearly Progress Results – 2005**

## **Kentucky Department of Education**

### **August 2, 2005**

#### **Technical considerations in using the August 2, 2005 release of the 2005 NCLB Adequate Yearly Progress Results**

**NOTE:** The 2005 No Child Left Behind (NCLB) Adequate Yearly Progress are results for schools, districts, area development districts and state. The information is current as of August 2, 2005.

#### **GENERAL INFORMATION and CHANGES**

This document is best viewed with a word processor compatible with Microsoft Word file format. The document is designed for viewing and printing in a landscape aspect at 8pt text.

#### **CONTENTS**

This file contains several sections describing the 2005 NCLB Adequate Yearly Progress results for schools, districts, Area development districts and state.

Section headings follow:

1. CHANGES IN SCHOOL and DISTRICT SCORES
2. SCHOOLS INCLUDED IN DATA SUMMARY
3. SCHOOLS WITH NO ACCOUNTABILITY GRADES
4. JOINT SCHOOLS
5. AREA DEVELOPMENT DISTRICTS (ADD's)
6. REPORT PRINT FILE
7. DATABASE FILES
8. TECHNICAL QUESTIONS

#### **1. CHANGES IN SCHOOL and DISTRICT SCORES**

Although some new schools have been opened, and other schools have closed, results are reported only for schools that were open at the end of the 2004-2005 school year.

#### **2. SCHOOLS INCLUDED IN DATA SUMMARY**

This data summary includes only public schools that are under the governance of a local board of education. Excluded from this summary are the federally dependent schools at Fort Knox and Fort Campbell and the two schools operated by the State Department of Education, the Kentucky School for the Deaf and the Kentucky School for the Blind.

# **NCLB Adequate Yearly Progress Results – 2005**

## **Kentucky Department of Education**

### **August 2, 2005**

#### **3. SCHOOLS WITH NO ACCOUNTABILITY GRADES**

Some schools have no grade at which accountability assessment occurs (grades End of Primary {EP or 3}, 4, 5, 6, 7, 8, 9, 10, 11, or 12). Schools with no accountability grade will share the accountability results of the schools into which they promote their students. These schools are not included on the printed report or on the databases. National Norm Referenced Test scores are included in the calculations for the Long-Term Accountability model and are reflected in schools that include grades EP(3), 6 or 9.

#### **4. JOINT SCHOOLS**

Joint Schools are reported on the school files. Joint Schools are a school(s) that is combined with another school for accountability purposes because the school does not contain both a 4th and 5th grade or both a 7th and 8th grade. Each Joint School has a combined record and an individual school record for the schools that comprise the Joint School. The file layouts contain non-reported control fields to assist in sorting, merging and reporting of the Joint Schools.

#### **5. AREA DEVELOPMENT DISTRICTS (ADD's)**

Kentucky's counties are grouped into 15 regions known as Area Development Districts, or ADD's. Although they are public bodies under Kentucky law, the ADD's are not State agencies nor are they another level of government. Instead, the ADD's should be thought of as partnerships of local units of government. Locally-elected officials and citizen members comprise the ADD boards of directors. The ADD staffs are made up of professionals with a wide range of backgrounds in such areas as economic development, human services, management, and planning. By sharing the expertise found on the ADD staffs, local governments are collectively able to afford the professional staff that many counties and cities could not afford by themselves.

The boundaries of the ADD's were first set by executive order of the Governor. On March 30, 1967, Gov. Breathitt signed Executive Order 67-233, which divided the state into 15 multi-county regions for planning purposes. Gov. Nunn's Executive Order 71-1267, signed November 16, 1971, established the Area Development Districts as the official regional planning and development agencies for their respective areas. Then, the 1972 Kentucky General Assembly enacted legislation (now found in KRS 147A.050-.140) which set up the ADD's as public agencies and provided for their basic organizational structure.

ADD's are a means by which local elected officials and citizens unite to provide for the planned growth of their area. An ADD is therefore a regional organization that assists in the formulation and implementation of human resource and infrastructure related plans.

#### **6. REPORT PRINT File**

The print files are created in Portable Document Format (PDF) formats. The files are created using Microsoft Word 2000. To view the document, change to a landscape-viewing format and use a non-proportional font like Courier New, size 8. You may have to make other formatting changes as well including setting the line size to a 8 point.

The RTF file contains field header and footer information. Unfortunately, word processors from different manufactures running on different computer platforms are not 100% compatible.

#### **7. DATABASE FILES**

Database files have been developed for use with commercial database or spreadsheet software that recognizes MS-EXCEL (XLS) format. Follow the protocol for your specific software to read and manipulate these files. We have observed that commercial database and spreadsheet software handle variables containing "null" or "missing" data differently. Microsoft Excel and Access, for example, display a string of nine's with a zero in the low order digit. The file layout starts on the following page.

#### **8. TECHNICAL QUESTIONS.**

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

Technical questions about the data format may be addressed to:

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# NCLB Adequate Yearly Progress Summary - 2005

File Name: NCLByyPR

Date Created: August 2, 2005

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					<p><b>IDENTIFICATION INFORMATION</b></p> <p><b>File Name:</b> NCLB05PR common layout – School/District/State – DBF and EXCEL format</p> <p><b>Description:</b> The “No Child Left Behind Act of 2001,” is a reauthorization of the Elementary and Secondary Education Act (ESEA). The Act continues federal appropriations to public elementary and secondary education schools, districts, and states to support education for disadvantaged students.</p> <p>The file has AYP status for the school, district or state. Annual measurable objects are present for reading, mathematics, other indicators and participation rate components and for subpopulations of White non-Hispanic, African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, and students with Disabilities.</p> <p><u>Reportable subpopulations</u> A subpopulation is only reportable if it meets a minimum group size (10 students per grade and 30 students overall per school/district [as appropriate]). NOTE: Total Population does not have the minimum group size applied.</p> <p><u>Participation Rate</u> Participation Rate for AYP is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</p> <p><b>Program Name:</b> NCLByyPR.SAS</p> <p><b>Security Level:</b> Public upon release date; otherwise internal.</p>
					<p>Initial Version (version 01) – August 2, 2005</p> <ul style="list-style-type: none"> <li>Layout is updated to reflect changes for NCLB reporting results for the Spring 2005 test administration.</li> </ul>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

DESCRIPTIVE INFORMATION					
					<p>Information contained on this file is obtained from the raw data generated from the Kentucky Core Content Test (KCCT) provided by the contractor, National Norm Referenced Test (NRT) provided by the contractor, databases at the Kentucky Department of Education housing nonacademic data, school information, district information from current and prior years.</p> <p>Identification and matching of school, district, and state level data is handled via the CODE field.</p> <p>File Sequence: CODE ascending.</p>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

					<p style="text-align: center;"><b>TERMINOLOGY and DEFINITIONS</b></p> <ul style="list-style-type: none"> <li>• AMO – Annual Measurable Progress</li> <li>• AYP – Adequate Yearly Progress</li> <li>• ADD - Kentucky's counties are grouped into 15 regions known as Area Development Districts, or ADD's. Although they are public bodies under Kentucky law, the ADD's are not State agencies nor are they another level of government. Instead, the ADD's should be thought of as partnerships of local units of government. Locally-elected officials and citizen members comprise the ADD boards of directors. The ADD staffs are made up of professionals with a wide range of backgrounds in such areas as economic development, human services, management, and planning. By sharing the expertise found on the ADD staffs, local governments are collectively able to afford the professional staff that many counties and cities could not afford by themselves.</li> </ul> <p>The boundaries of the ADD's were first set by executive order of the Governor. On March 30, 1967, Gov. Breathitt signed Executive Order 67-233, which divided the state into 15 multi-county regions for planning purposes. Gov. Nunn's Executive Order 71-1267, signed November 16, 1971, established the Area Development Districts as the official regional planning and development agencies for their respective areas. Then, the 1972 Kentucky General Assembly enacted legislation (now found in KRS 147A.050-.140) which set up the ADD's as public agencies and provided for their basic organizational structure.</p> <p>ADD's are a means by which local elected officials and citizens unite to provide for the planned growth of their area. An ADD is therefore a regional organization that assists in the formulation and implementation of human resource and infrastructure related plans.</p> <ul style="list-style-type: none"> <li>• AMO – Annual Measurable Progress</li> <li>• AYP – Adequate Yearly Progress</li> <li>• BLANK -- When used in the description of a value in a data field, blank is used interchangeably with null and missing.</li> <li>• CATS – Commonwealth Accountability Testing System</li> <li>• KCCT – Kentucky Core Content Test</li> <li>• NCLB – No Child Left Behind Act of 2001</li> <li>• NRT – National Norm Referenced Test (CBTS/5 Survey Edition)</li> <li>• NULL -- When used in the description of a value in a data field, null is used interchangeably with blank and missing.</li> <li>• QC – Quality Control</li> </ul>
					<p style="text-align: center;"><b>FILE NAMES</b></p> <p>(School/District/State)  NCLB05PR.dbf and NCLB05PR.xls – NCLB 2005 performance.</p>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

CODE	Char.	6	SCHCTL		<p>Code Number assigned by KDE to identify the school building site.</p> <p>Code consists of a 3 character District No. followed by a 3 characters of blanks.</p> <p>Certain Districts have different numbers assigned for Commonwealth Accountability Testing System processing. These are:</p> <p>602 -- KY SCH FOR BLIND  State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the School of the parents' legal residence.</p> <p>603 -- KY SCH FOR DEAF  State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the School of the parents' legal residence.</p> <ul style="list-style-type: none"> <li>Area Development District Codes – 901 ... 915  Kentucky's counties are grouped into 15 regions known as Area Development Districts, or ADD's. ADD's are a means by which local elected officials and citizens unite to provide for the planned growth of their area. An ADD is therefore a regional organization that assists in the formulation and implementation of human resource and infrastructure related plans.  901 - Purchase ADD  902 - Pennyrile ADD  903 – Green River ADD  904 – Barren River ADD  905 – Lincoln Trail ADD  906 – KIPDA ADD (Also encompasses Indiana counties of Clark and Floyd)  907 – Northern Kentucky ADD  908 – Buffalo Trace ADD  909 – Gateway ADD  910 - FIVCO ADD  911 – Big Sandy ADD  912 – Kentucky River ADD  913 – Cumberland Valley ADD  914 – Lake Cumberland ADD  915 - Bluegrass ADD</li> </ul> <p>999 -- STATE Code  For summarization of School Results at the STATE level, a special code (999) is assigned within the Commonwealth Accountability Testing System to permit the aggregation and reporting of data at the State level.</p>
TYPE_SD	Char.	3	calculated	Record Type	<p>Record Type</p> <p>Values are:  "SCH" – School results  "DST" – District results  "RG " – Area Development Districts  "ST " - State results</p>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

REGION	Char.	2	SCHCTL	Region Code	Area Development District that the School/District is geographically located in <ul style="list-style-type: none"> <li>• 01 - Purchase ADD</li> <li>• 02 - Pennyrile ADD</li> <li>• 03 – Green River ADD</li> <li>• 04 – Barren River ADD</li> <li>• 05 – Lincoln Trail ADD</li> <li>• 06 – KIPDA ADD (Also encompasses Indiana counties of Clark and Floyd)</li> <li>• 07 – Northern Kentucky ADD</li> <li>• 08 – Buffalo Trace ADD</li> <li>• 09 – Gateway ADD</li> <li>• 10 - FIVCO ADD</li> <li>• 11 – Big Sandy ADD</li> <li>• 12 – Kentucky River ADD</li> <li>• 13 – Cumberland Valley ADD</li> <li>• 14 – Lake Cumberland ADD</li> <li>• 15 - Bluegrass ADD</li> </ul>
DISTNAME	Char.	30	SCHCTL	District Name	Name of District. <ul style="list-style-type: none"> <li>• 999 = State</li> </ul>
SCHNAME	Char.	45	SCHCTL	School Name	School name <ul style="list-style-type: none"> <li>• BLANK in District, Region, and State only entities</li> </ul>
					<b>SCHOOL ACCOUNTABILITY CONTROL INFORMATION</b>
JOINT	Char.	1	SCHCTL	Joint School	Joined School Indicator. Data from schools that do not house both grades 4 and 5 or both grades 7 and 8. Student performance data for the split schools are aggregated into a combined school data entity referred to as a Joined School. <ul style="list-style-type: none"> <li>• BLANK = Not a joined school</li> <li>• 1 = Joined school</li> </ul> <p><b>Note:</b> Joint School Indicator is used only to note the schools that makeup a joint school (AAA) but is not used to indicate the actual joint school (AAA).</p>



**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

ACC_LOW	Char	2	SCHCTL	Low grade of Accountability	<p>Accountability Lowest Grade Level in School year.</p> <ul style="list-style-type: none"> <li>• 00 = Pre-school / Head-start</li> <li>• 0E = 5 year olds - formally Kindergarten type students</li> <li>• 0P = Primary</li> <li>• PS = Pre-school Non-Public</li> <li>• 01 = 1st grade - Federal operated schools only</li> <li>• 02 = 2nd grade - Federal operated schools only</li> <li>• 03 = 3rd grade - Federal operated schools only</li> <li>• 04 = 4th Grade</li> <li>• 05 = 5th Grade</li> <li>• 06 = 6th Grade</li> <li>• 07 = 7th Grade</li> <li>• 08 = 8th Grade</li> <li>• 09 = 9th Grade</li> <li>• 10 = 10th Grade</li> <li>• 11 = 11th Grade</li> <li>• 12 = 12th Grade</li> </ul>
ACC_HGH	Char	2	SCHCTL	High grade of Accountability	<p>Accountability Highest Grade Level in school year.</p> <ul style="list-style-type: none"> <li>• 00 = Pre-school / Head-start</li> <li>• 0E = 5 year olds - formally Kindergarten type students</li> <li>• 0P = Primary</li> <li>• PS = Pre-school Non-Public</li> <li>• 01 = 1st grade - Federal operated schools only</li> <li>• 02 = 2nd grade - Federal operated schools only</li> <li>• 03 = 3rd grade - Federal operated schools only</li> <li>• 04 = 4th Grade</li> <li>• 05 = 5th Grade</li> <li>• 06 = 6th Grade</li> <li>• 07 = 7th Grade</li> <li>• 08 = 8th Grade</li> <li>• 09 = 9th Grade</li> <li>• 10 = 10th Grade</li> <li>• 11 = 11th Grade</li> <li>• 12 = 12th Grade</li> </ul>
SPLT_SCH	Char	1	calculated	Joint School indicator.	<p>Joint School indicator</p> <p>Values are:  R = Regular school  A = Joint school</p>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

SPLC_SCH	Char	3	calculated	Joint School Special Code	Special (school) code assigned to joint school.  Values are: RRR = Regular school AAA = First joint school in district AAB = Second joint school in district AAC = Third joint school in district etc.
SPLT_TYP	Char	1	calculated	Type of joint school	Type of joint school  Values are: R = Regular school A = Joint school - combined school record. Contains result information for the schools that are joined. B = Joint school - school component record. Identifies schools that are part of the joint school. Record contains code, school name grade. Accountability data is BLANK.
ACT_FG	Char.	1	NCLByy	Action Flag	Is School Action A (New/Reconfigured School)?  <ul style="list-style-type: none"> <li>• Y Yes, New/Reconfigured School</li> <li>• N No, Normal School</li> </ul> <b>Note:</b> If school is new it cannot have any NCLB consequences. NCLB requires that a school not meet their AYP for two consecutive years before the school encounters NCLB consequences.
TITLE_1	Char.	1	T1SCHyy_ NCLB	Title 1 School	Title 1 indicator.  <ul style="list-style-type: none"> <li>• Y = Yes, a Title I school or district</li> <li>• N = No, not a Title I School or district</li> </ul> <b>NOTE:</b> The school's NCLB's Title 1 status is given as of the start of the school year following the prior school year Spring KCCT testing. The NCLB's Title 1 status may be different from the KCCT's Title 1 status reported in the Kentucky Performance Report (KPR). The school's/district's KPR Title 1 status is stated at the time of testing while the NCLB's Title 1 status is stated at the time of reporting (the beginning of the 2005-2006 school year).
TARGETS	Num	8	calculated	Number of AMO targets	Number of Annual Measurable Objective (AMO) targets
TARGETS_MET	Num	8	calculated	Number of AMO targets met	Number of Annual Measurable Objective (AMO) targets Met
TARG_MET_PCT	Num	8	calculated	Percent of AMO targets met	Percent of Annual Measurable Objective (AMO) targets met  <ul style="list-style-type: none"> <li>• Format: 6.1</li> </ul>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

GRD_RDN	Num	8	SCHCTL	Reading Level	Reading School, District or State grade levels 1. Elementary 2. Middle 3. Elementary and Middle 4. High 5. Elementary and High (Not currently used) 6. Middle and High 7. Elementary, Middle and High
GRD_MAN	Num	8	SCHCTL	Mathematics Level	Mathematics School, District or State grade levels 1. Elementary 2. Middle 3. Elementary and Middle 4. High 5. Elementary and High (Not currently used) 6. Middle and High 7. Elementary, Middle and High
					<b>ADEQUATE YEARLY PROGRESS (AYP) COMPONENT'S STATUS</b>
AYP_OA05	Char.	3	NCLByy	AYP Overall Status 2005	Overall AYP Status -2005 <ul style="list-style-type: none"> <li>• Y Yes, meets all AYP requirements</li> <li>• N No, does not meet all AYP requirements</li> <li>• N/A Not Applicable</li> <li>• Blank Null, Not sufficient information to provide a judgment</li> </ul> <p>Note: For any school/district in which all students or a subpopulation does not meet all of the requirements of NCLB, the school/district will be considered as not meeting AYP.</p>
AYP_RDOA05	Char.	3	NCLByy	AYP Reading Overall Status 2005	Reading Elementary, middle, or high AYP Overall Component status - 2005 <ul style="list-style-type: none"> <li>• Y Yes, meets AYP Overall requirements</li> <li>• N No, does not meet AYP Overall requirements</li> <li>• N/A Not Applicable</li> <li>• Blank Null, Not sufficient information to provide a judgment</li> </ul> <p><b>Note:</b> To meet Reading AYP Overall requirements a school/district must not only meet the individual Reading AYP component requirements, but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Reading AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not met the school/district has not met the Reading AYP Overall Component status.</p>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

AYP_MAOA05	Char.	3	NCLByy	AYP Mathematics Overall Status 2005	<p>Mathematics Elementary, middle, or high AYP Overall Component status -2005</p> <ul style="list-style-type: none"> <li>• Y Yes, meets AYP Overall requirements</li> <li>• N No, does not meet AYP Overall requirements</li> <li>• N/A Not Applicable</li> <li>• Blank Null, Not sufficient information to provide a judgment</li> </ul> <p><b>Note:</b> To meet Mathematics AYP Overall requirements a school/district must not only meet the individual Mathematics AYP component requirements, but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Mathematics AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not met the school/district has not met the Mathematics AYP Overall Component status.</p>
NCLB_05	Char.	3	NCLByy	NCLB Consequences 2005	<p>NCLB Consequences - 2005</p> <p>If a Title I school/district does not meet their overall AYP indicated by a N in variable AYP_OA05 there are NCLB consequences attached. Below is a list of NCLB consequences ranked by Tier.</p> <ul style="list-style-type: none"> <li>• N/A Not a Title I school or Title I school but No Applicable information</li> <li>• 0 Title I school has No Consequence</li> <li>• 1 Title I school has 2 consecutive years not making AYP: School choice, and write or revise school plan.</li> <li>• 2 Title I school has 3 consecutive years not making AYP: Continue school choice, revise school plan, and offer supplemental services.</li> <li>• 3 Title I school has 4 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services and implement corrective action.</li> <li>• 4 Title I school has 5 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.</li> <li>• 5 Title I school has 6 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.</li> </ul>
AYP_TST_RD	Char.	1	NCLByy	AYP Total Tested Reading Status	<p>Adequate Yearly Progress (AYP) Total Tested Reading Status</p> <ul style="list-style-type: none"> <li>• Y Yes, made AMO</li> <li>• N No, did not make AMO</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

AYP_TST_MA	Char.	1	NCLByy	AYP Total Tested Mathematics Status	Adequate Yearly Progress (AYP) Total Tested Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, made AMO</li> <li>• N No, did not make AMO</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_TST_PAR	Char.	1	NCLByy	AYP Total Tested Participation Rate Status	Adequate Yearly Progress (AYP) Total Tested Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, made AMO</li> <li>• N No, did not make AMO</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_TST_OTH	Char.	1	NCLByy	AYP – Other Academic Index Status	Adequate Yearly Progress (AYP) Other Academic Index Status <ul style="list-style-type: none"> <li>• Y Yes, made AMO</li> <li>• N No, did not make AMO</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETW_RD	Char.	1	NCLByy	AMO Ethnicity White Reading Status	Adequate Measurable Objective (AMO) - Ethnicity White (non-Hispanic) Reading Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETW_MA	Char.	1	NCLByy	AMO Ethnicity White Mathematics Status	Adequate Measurable Objective - Ethnicity White (non-Hispanic) Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETW_PAR	Char.	1	NCLByy	AMO Ethnicity White Participation Rate Status	Adequate Measurable Objective - Ethnicity White (non-Hispanic) Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETB_RD	Char.	1	NCLByy	AMO Ethnicity African-American Reading Status	Adequate Measurable Objective (AMO) - Ethnicity African-American Reading Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

AYP_ETB_MA	Char.	1	NCLByy	AMO Ethnicity African-American Mathematics Status	Adequate Measurable Objective (AMO) - Ethnicity African-American Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETB_PAR	Char.	1	NCLByy	AMO Ethnicity African-American Participation Rate Status	Adequate Measurable Objective (AMO) - Ethnicity African-American Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETH_RD	Char.	1	NCLByy	AMO Ethnicity Hispanic Reading Status	Adequate Measurable Objective (AMO) Ethnicity Hispanic Reading Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETH_MA	Char.	1	NCLByy	AMO Ethnicity Hispanic Mathematics Status	Adequate Measurable Objective (AMO) Ethnicity Hispanic Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETH_PAR	Char.	1	NCLByy	AMO Ethnicity Hispanic Participation Rate Status	Adequate Measurable Objective (AMO) Ethnicity Hispanic Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETA_RD	Char.	1	NCLByy	AMO Ethnicity Asian Reading Status	Adequate Measurable Objective (AMO) Ethnicity Asian Reading Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ETA_MA	Char.	1	NCLByy	AMO Ethnicity Asian Mathematics Status	Adequate Measurable Objective (AMO) Ethnicity Asian Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

AYP_ETA_PAR	Char.	1	NCLByy	AMO Ethnicity Asian Participation Rate Status	Adequate Measurable Objective (AMO) Ethnicity Asian Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_LEP_RD	Char.	1	NCLByy	AMO Limited English Proficiency Reading Status	Adequate Measurable Objective (AMO) Limited English Proficiency Reading Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_LEP_MA	Char.	1	NCLByy	AMO Limited English Proficiency Mathematics Status	Adequate Measurable Objective (AMO) Limited English Proficiency Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_LEP_PAR	Char.	1	NCLByy	AMO Limited English Proficiency Participation Rate Status	Adequate Measurable Objective (AMO) Limited English Proficiency Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_LUP_RD	Char.	1	NCLByy	AMO Free and Reduced Lunch Program Reading Status	Adequate Measurable Objective (AMO) Free and Reduced Lunch Program Reading Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_LUP_MA	Char.	1	NCLByy	AMO Free and Reduced Lunch Program Mathematics Status	Adequate Measurable Objective (AMO) Free and Reduced Lunch Program Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_LUP_PAR	Char.	1	NCLByy	AMO Free and Reduced Lunch Program Participation Rate Status	Adequate Measurable Objective (AMO) Free and Reduced Lunch Program Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>

**NCLB Adequate Yearly Progress Results – 2005**  
**Kentucky Department of Education**  
**August 2, 2005**

AYP_ACD_RD	Char.	1	NCLByy	AMO Students with Disabilities Reading Status	Adequate Measurable Objective (AMO) Students with Disabilities Reading Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ACD_MA	Char.	1	NCLByy	AMO Students with Disabilities Mathematics Status	Adequate Measurable Objective (AMO) Students with Disabilities Mathematics Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• S Safe, met AMO requirement through Safe Harbor</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
AYP_ACD_PAR	Char.	1	NCLByy	AMO Students with Disabilities Participation Rate Status	Adequate Measurable Objective (AMO) Students with Disabilities Participation Rate Status <ul style="list-style-type: none"> <li>• Y Yes, met AMO</li> <li>• N No, AMO not met</li> <li>• * Asterisk, Not sufficient population to make AMO status judgment</li> </ul>
					<b>NOTE</b>
NOTE	Char	7	NCLByy	NOTE	NOTE Possible messages are: Blank = no messages; school is normal. a = School's service area changed. The school is held accountable through the district accountability scores. k = School has closed or is considered a reconfigured school in 2005-2006. NCLB consequences do not apply to this school in school year 2005-2006. r = School is considered a reconfigured school and the student population is reconstituted for calculation of accountability scores. s = Joint school. School(s) have been combined with another school for accountability purposes because the school does not contain both a 4th and 5th grade or both a 7th and 8th grade. w = State Board approved school configuration waiver for calculation of accountability scores.